



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
To ensure quality CPD for teachers to maximise teaching and learning in PE lessons.	Staff have accessed online CPD through the 'Get set 4 PE' scheme. This has been further supported through the use of an external PE expert teacher on a weekly basis. As a result, practice has improved and 70% report an increased confidence in identified subject areas, for example gymnastics.	PE intent ensures a legacy for staff CPD. Further CPD planning for certain sports and identified members of staff for the next academic year.
Increased education to address healthy, active lifestyles. (Target pupils – weight, confidence.)	All children are starting to make healthier dietary decisions and this is helping to combat obesity and address healthy lifestyles.	Sessions to be repeated next academic year and promoted further with parents and school council.
Create wider opportunities for further daily physical exercise outside of the classroom.	After school clubs were formed to enable children to participate and develop basic skills relating to playing and understating of the game/sporting activity.	The school will continue to provide these activities.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
1. Introduce lunchtime sport sessions/ activities for pupils.	Lunchtime supervisors / teaching staff - as they need to lead the activity Pupils – as they will take part.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	PE lead to train and to support lunchtime sessions.

<p>2. To improve quality of teaching and learning to ensure PE lessons are consistently good and outstanding across the curriculum.</p> <ul style="list-style-type: none"> - Further embed and monitor the PE schemes of work through the key stages. Weekly CPD through employed PE teacher, (with a key focus on newly appointed members of staff.) - Key focus on subject language development and opportunities for sharing ideas. (Oracy target) - Embed assessment tool and use of moderation of this across the MAT - Deep dives completed by PE leads across all 4 MAT schools. 	<p>Expert PE teacher to lead the CPD for all teachers and HLTA.</p> <p>PE leads to meet and share key information and monitor the teaching, learning and assessment of PE.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>All teacher, particularly newly appointed members of staff, are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, resulting in an improved % of pupil's attaining ARE in PE.</p>	<p>£16990 for CPD support through employed expert teacher. (Weekly)</p>
---	--	---	--	---

<p>3. Ensure pupils are getting quality opportunities for daily exercise.</p> <ul style="list-style-type: none"> - Embed further use of active learning breaks in class on IWB on on-PE days. - Further embed provision at lunchtimes and support identified lunchtime supervisors to develop further skills around use of PE equipment/active stations. 	<p>All staff – through PE sessions and extracurricular activities. (Including lunchtime supervisors)</p> <p>Pupils – as they will take part</p>	<p>Key indicator 2: Engage all pupils in regular physical activity.</p>	<p>All pupils involved in additional physical activity on a daily basis.</p> <p>A greater percentage of pupils achieve target of 3 hours physical activity per week.</p> <p>Children interact well and begin to organize own games on the playground.</p>	
<p>4. Encourage majority of the children to participate in after school clubs.</p> <ul style="list-style-type: none"> - Target PP/SEND/least active children for specific after school clubs - Clubs offered. 	<p>Pupils – as they will take part</p> <p>Staff members/PE lead who deliver the sessions.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2: Engage all pupils in regular physical activity.</p>	<p>Increased activity for all identified children/groups.</p> <p>Pupils experiences sporting activities/alternative sports that they would not usually have access</p>	

<ul style="list-style-type: none"> - All year groups offered year group clubs each term led by Sports coach as well as teachers. - Arrange for a dance teacher to run an after-school club – Autumn/ Spring 2024/25 - Cricket sessions run by ECB for KS1 pupils – afterschool club in Spring term. - Staff member to run an after-school sports club. Summer Term – pupil voice to inform club 	<p>External coaches - CPD for staff involved.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>to.</p>	<p>£702 – external dance coach all year</p>
<p>5. To raise the profile and share the importance of being active.</p> <ul style="list-style-type: none"> - Celebration assembly every week to ensure the whole school is aware of the importance of PE/sport. 	<p>Pupils – as they will take part</p> <p>Staff members/PE lead who deliver the sessions.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Children increased skills around the importance of dental hygiene. Pupils greater self-awareness on how to improve their own activity levels and the impact of this on the</p>	

<ul style="list-style-type: none"> - Sports days and sponsored events are planned for. - Health and well-being sessions (linked to PHSE) including support workshops for mental health planned for. - First aid sessions delivered by paramedic students (Summer term) - Mindfulness lunchtime club led by staff member. - Dental hygiene sessions introduced from Autumn 1. 			whole body.	
<p>6. To participate in extra intra and inter competitions across multi academy trust and wide Societas network.</p>	<p>Staff and PE led who will organise and deliver the sports sessions/competitions.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Pupils benefit from competitive sport, encouraging team work, resilience, discipline and high standards of achievement.</p>	
<p>Children offered opportunities to participate in sports outside of their lesson:</p>	<p>The pupils who will participate.</p>		<p>Opportunities to</p>	

<ul style="list-style-type: none"> - Transition sporting event between Y2/3 – AIS/AJS. - Planned multi-sports event with JIS (April 25) - Participate in Dance performance at Victoria Hall – March 25. - Inter Cricket tournament – Summer 25. 			perform for an audience increasing pupil confidence and aspirations.	
---	--	--	--	--

Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Embedding the New Scheme of Work 'Get Set 4 PE'	Staff have accessed online CPD through the 'Get set 4 PE' scheme. This has been further supported through the use of an external PE expert teacher on a weekly basis. As a result, practice has improved	Support with still continue for new members of staff and also ECT's employed for the next academic year
Embedding the use of Assessment for all staff in PE CPD for staff (assessment and developing confidence)	Staff are becoming more confident when assessing children in PE. PE lead continues to support newly qualified staff	Monitoring will continue into the next academic year and support will be given
Outdoor provision	Staff continue to update and improve provision but during the school day especially in EYFS and during playtimes and lunch times	This continues to be a priority for the next academic year. (2025-26)
Specialised Sports Coaching and Teacher led after school provision - Dance Show and Intra And Inter Competitions	Children are given the opportunity to perform in front of an audience. Pupils greater self-awareness on how to improve their own activity levels and the impact of this on the whole body. Year 2 children taking part in transition with the local Junior School in preparation for their move the following year,	Continue to give the children opportunities to take part in other events Victoria Hall 2026 Children to continue to have transition days during the next academic year
Mental Health and Well Being Sessions- implementation of toothbrushing for all children in the EYFS	Children increased skills around the importance of dental hygiene. Improved dental hygiene.	Parents to further understand the importance of good dental hygiene and the effects it has on self confidence in children.

Signed off by:

Head Teacher:	Adele Lupton
Subject Leader or the individual responsible for the Primary PE and sport premium:	Emma Decicco (PE lead)
Governor:	Angela Hardstaff (Sports Premium link governor)
Date:	16/07/24. Reviewed Dec 24. March 25. July 25.